

Read to Achieve



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Literacy Program

NC Read to Achieve



- Adopted July 2012 (state budget act)
- 7 basic components
- Effective at the beginning of the school year 2013-2014

K-3 Literacy Division



- Director of K-3 Literacy
- 8 Regional Consultants
- Program Assistant
- Data/Budget Consultant
- Division responsibilities:
 - Direct support to schools/districts
 - Professional development
 - State-wide implementation of NC Read to Achieve

Reading Committee



- Established in August 2012
- Members from multiple DPI divisions and one outside agency
- Developed and organized structure of the implementation plan
- Met with the General Assembly's research staff as components of plan developed

7 Components of Read to Achieve



- Comprehensive Reading Plan
- Developmental Screening and Kindergarten Entry Assessment (KEA)
- Facilitating Early Grade Reading Proficiency
- Elimination of Social Promotion
- Successful Reading Development for Retained Students
- Parent/Guardian Notification
- Accountability Measures

Component One



- Comprehensive Plan for Reading Achievement
 - Improve reading achievement
 - Effective reading instructional practices based on current empirical research
 - Standard Course of Study / Common Core
 - Teacher licensure and renewal standards
 - Teacher education

Component Two



- Developmental Screening and Kindergarten Entry Assessment (2014-2015)
 - 5 essential domains
 - Language and literacy, cognition and general knowledge, approaches toward learning, physical well-being and motor development, social and emotional development

Component Three



- Facilitating Early Grade Reading Proficiency
 - Formative, diagnostic assessments K-3
 - Instructional supports and services for difficulties in reading development
 - Formative, diagnostic data to identify root causes of reading development deficiency
 - Adopted by SBE in August 2012

Component Four



- Elimination of Social Promotion
 - Retention after 3rd grade
 - Good cause exemptions
 - Superintendent approves exemptions
 - Teacher sends justification and documentation of good cause to principal
 - Principal makes initial determination of retention then sends in writing to Superintendent

Component Five



- Successful Reading Development for Retained Students
 - Summer reading camps
 - Teacher: positive student outcomes in reading
 - 3/4 Transition class
 - Accelerated class
 - Mid-year promotion
 - Retention: parent plan and supplemental tutoring

Component Six



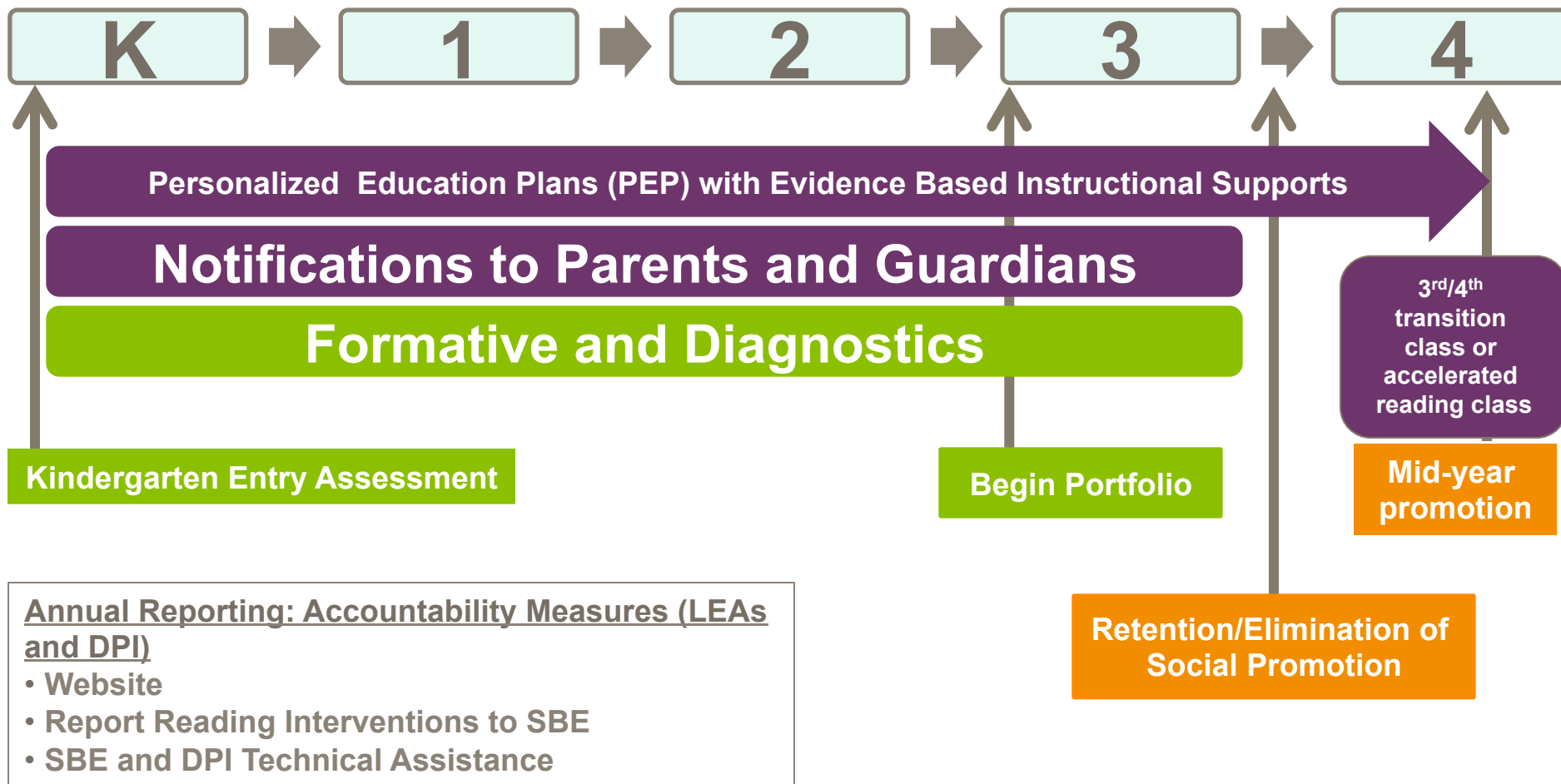
- Notification to Parents and Guardians
 - Timely
 - In writing
 - Not eligible for good cause exemption
 - Interventions used
 - Monthly reports on reading progress

Component Seven

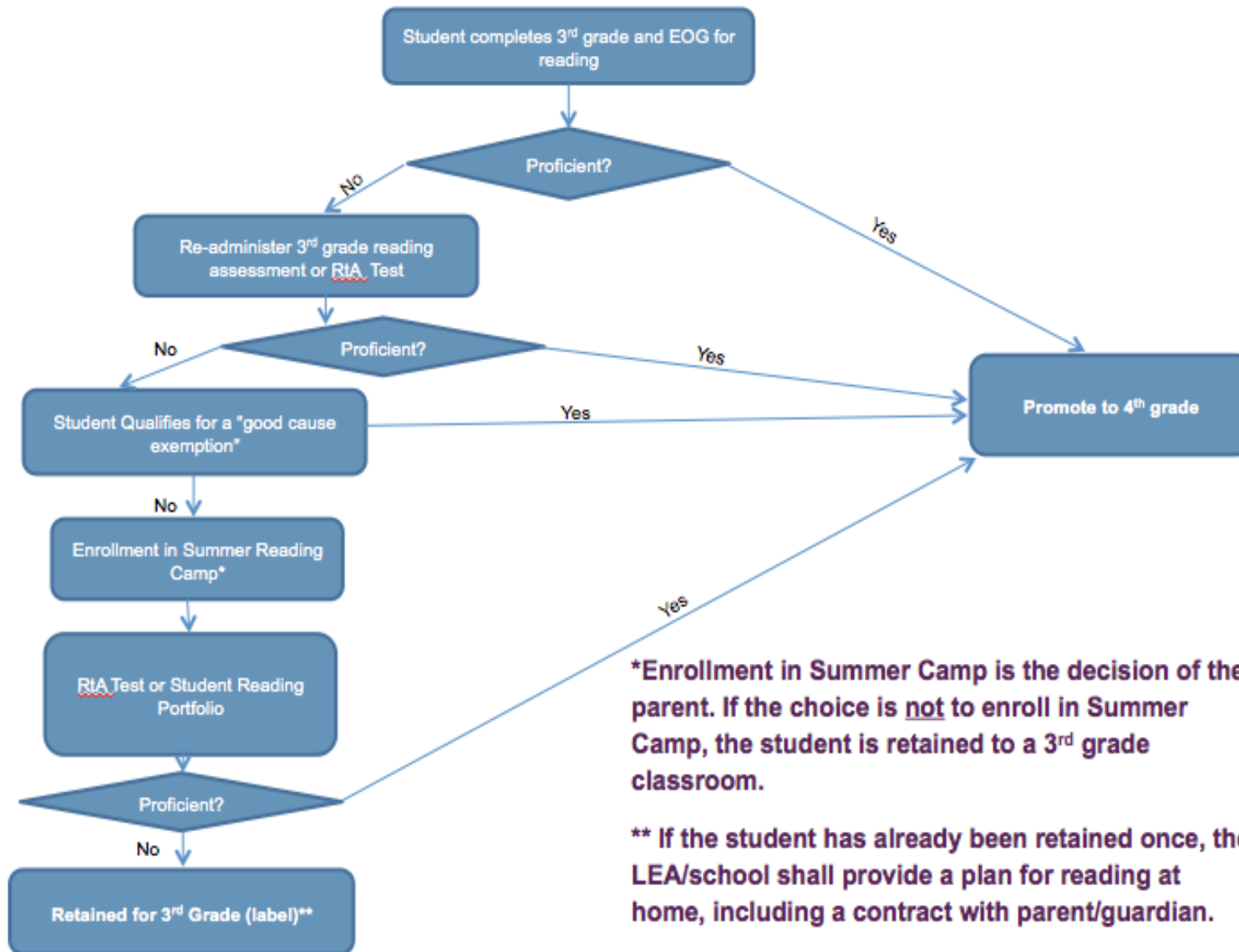


- LEA Accountability
 - Published numbers of proficient, not proficient, alternate assessment, retained, exemptions
- Local Boards
 - Reports sent to State Board including interventions used
 - SBE and DPI provide technical assistance

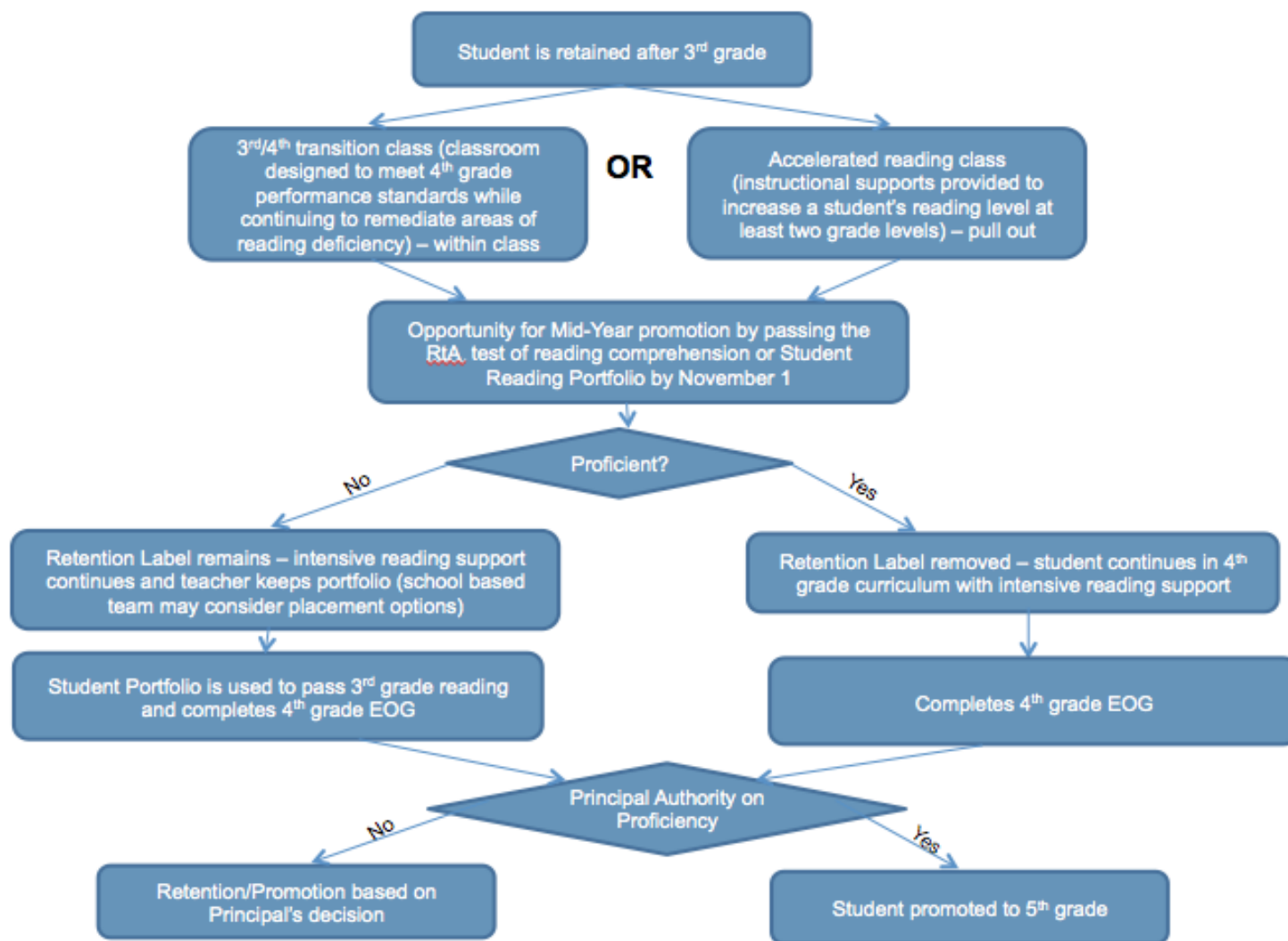
Implementation Plan



End of Third Grade



Process of Retention



Good Cause Exemptions



1. Limited English Proficient students with less than two years of instruction in an English as a Second Language program
2. Students with disabilities, as defined in G.S. 115C-106.3(1), whose individualized education program indicates the use of alternative assessments and reading interventions
3. Students who demonstrate reading proficiency appropriate for third grade students on an alternative assessment approved by the State Board of Education. Teachers may administer the alternative assessment following the administration of the State-approved standardized test of reading comprehension typically given to third grade students at the end of the school year, or after a student's participation in the local school administrative unit's summer reading camp
4. Students who demonstrate, through a student reading portfolio, reading proficiency appropriate for third grade students. Teachers may submit the student reading portfolio at the end of the school year or after a student's participation in the local school administrative unit's summer reading camp. The student reading portfolio and review process shall be established by the State Board of Education
5. Students who have (i) received reading intervention and (ii) previously been retained more than once in kindergarten, first, second, or third grades

Facilitating Early Grade Reading Proficiency



Legislative Component	Facilitating Early Grade Reading Proficiency: <ul style="list-style-type: none">•K-3 students shall be assessed with valid reliable, formative and diagnostic reading assessments•Assessments and instructional supports shall address the National Reading Panel's research on the Big 5 ideas of reading•LEAs are encouraged to partner with volunteers, mentors, tutors
Action Plan (for LEAs)	<ul style="list-style-type: none">• Ensure that all schools in all districts are trained and have correct materials and devices• Check fidelity of implementation of benchmarking and progress monitoring after schools begin using the assessment system• Maintain communication with Regional Consultants about needs, questions, and successes• Analyze data to develop schedules, identify professional development needs, guide and change instruction• Provide instructional supports and intervention strategies to teachers• Develop relationships with community organizations, businesses, and volunteer groups for providing mentors and tutoring

Facilitating Early Grade Reading Proficiency



Process (for DPI)	<p>mCLASS Reading 3D is adopted as the state-wide formative, diagnostic assessment system to be used by all K-3 classroom teachers.</p> <ul style="list-style-type: none"> •Train schools not currently using this system during the 2012-2013 school year with the goal of all training completed by April of 2013 •Allocate funding for assessment devices for schools by April of 2013 •Implement mCLASS Reading 3D state-wide with Beginning of Year (BOY) assessment in 2013-2014 for schools by April of 2013 •Deliver student assessment materials by June 2013 •Develop State Board Policy - rules of expectations for this system •Provide access to intervention and instructional strategies to all stakeholders •Utilize universal screening, progress monitoring and data-based decision making as critical components of Responsiveness to Instruction (RtI) framework 			
Responsibilities of Stakeholders	State: <ul style="list-style-type: none"> •Provides funding for devices •Provides funding for subscriptions •Provides funding for student assessment materials •Provides funding for training •Provides funding for “Train the Trainer” substitutes 	LEA: <ul style="list-style-type: none"> •Sends two Trainers for each district school to training sessions •Uses allocation funding to choose and purchase devices •Supports implementation of the system 	School: <ul style="list-style-type: none"> •Allows the two Teacher Trainers at each school to train all K-3 teachers on the system •Uses the administrative reports to inform school decisions 	Teachers: <ul style="list-style-type: none"> •Implement the full system with fidelity following benchmarking and progress monitoring expectations •Analyze data to develop schedules, identify professional development needs, guide and change instruction